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John model of reflection

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Christopher Johns developed a structured reflection model (Johns, 2006) after analyzing dialogue between practitioners and their supervisors. His model is built on Barbara Carper's patterns of knowing (Carper, 1978), which include aesthetics, personal, ethics, empirics, and reflexivity. Johns' model also incorporates elements from Gibbs and Rolfe models. The processes in Johns' model involve looking inward and then outward. 1. **Looking In**: Reflect on the experience being analyzed by writing down your thoughts, paying attention to emotions felt during and after the event. 2. **Looking Out**: **Aesthetics**: Questions about sensory perceptions include: What were you trying to do? How did others feel? - **Personal**: Self-examination questions ask what influenced your actions and reactions; how were you feeling at the time. - **Ethical**: Reflect on coherence with personal values; what internal factors guided your decisions? - **Empirics**: Analyze the knowledge base guiding your actions and their outcomes. - **Reflexivity**: Consider how this experience relates to past experiences, connecting it to a broader context of learning. Was I true to myself and my values in that situation? Did I align with who I usually am? Questions to consider: Was I being consistent or did something unusual happen? What triggered this deviation from my norm? Were my intentions pure? **Contextual questions** Were there external factors influencing me? Were they reasonable? Who or what drove my actions? Would I have done things differently if I had different information? How can I use this experience to make a positive impact in the future? Have I changed since then? **Reflective questions** How does this event compare to similar ones? What could I have done differently? What would've happened if I'd taken a different approach? Think about yourself, colleagues, and learners. What are my feelings about the situation now? **Evaluation** Johns' model is valuable because it encourages reflection from multiple perspectives and considers the impact of our actions on ourselves and others. However, its focus on individual events might limit its use in certain contexts. The model can be helpful for troubleshooting problematic situations or encounters that went wrong. It has a narrative aspect, but beware of superficial application leading to obvious findings. **Knowledge gain** Has this experience changed my knowledge? Was it empirical (scientific), ethical (moral), personal (self-awareness), or aesthetic (artistic) in nature? **Reflecting on Practice: Johns Model of Reflection in Nursing** The nursing profession, where caregivers like those in hospitals and nursing homes play a vital role in patients' physical and mental well-being, is a fitting backdrop for the emergence of Johns Model of Reflection. This model thrives in environments where reflective practice is crucial for several reasons, as highlighted by research from Oelofsen, Somerville, and Keeling, which shows that workplace reflection enhances skills like awareness and influencing others. **Breaking Down Johns Model in a Nursing Context** 1. **Inquiry**: The process begins with observation, questioning assumptions, and seeking clarity. Nurses ask pivotal questions to grasp the situation: * What occurred exactly? * Why was it handled thus? * Alternative outcomes? * Future implications? * Personal thoughts on the situation? * Emotional impact on self and others? 2. **Deeper Analysis**: Actively pursuing answers from step 1, professionals gather more insights into patients, themselves, colleagues, and relevant information. They introspect on experiences and emotions, slowing down to contemplate further. This step aims to articulate phenomena and uncover underlying assumptions guiding their practices. 3. **Transformation**: Converting reflections into actionable change. By combining initial observations with deeper analysis, this phase seeks to redesign processes for positive outcomes, ultimately leading to improved methods and enhanced service delivery. **The Essence of Reflective Cycles in Professional Growth** While particularly stressed for educators due to teaching's complex decision-making contexts, reflective practices are broadly valued for professional development across disciplines. There's plenty of research out there highlighting the significance of reflection and reflective practices - think Gibbs Reflective Model or John Driscoll. Most studies agree on certain key aspects of reflection. First off, reflection leads to learning due to changes in how we see things, not just our ideas. It's an active process that goes beyond just thinking; it's cyclical too, leading to new insights and plans for future learning phases. Critical reflection involves looking at problems from many angles, understanding personal values, assumptions, and beliefs, making it a mix of analytical, inquisitive, and reflective approaches. Implementing critical reflection methods, like Johns Model, is crucial in the workplace. Employees need to demonstrate their ability to think critically, but guidance is often scarce. Various tools and methods can help with this - learning sheets, blogs, studies, articles, portfolios, written assessments, and even meetings with a tutor or mentor. These methods allow users to reflect deeply. Johns Model of Reflection emphasizes that reflection only leads to learning if it brings about transformation. This happens when we address the root cause of a problem, like losing a job or a marriage ending. The process involves self-investigation with feelings of anger, fear, shame, or guilt; critical assessment of assumptions; acknowledging dissatisfaction; exploring new options; plotting a course; acquiring knowledge and skills; preliminary testing of new roles; building competence and confidence in new relationships, actions, and roles; and finally, reintegration into life based on a new perspective or adopted views. What's interesting is that this process can lead to significant changes in how we approach problems and our overall understanding of the world around us. Mezirow's concept of conscious, self-guided learning emphasizes individual reflection and planning. This process isn't directly triggered by experiences but rather involves taking charge of critical thinking to intentionally learn from them. Now it's your turn: do you recognize the Johns Model of Reflection? Do you believe regular reflection is crucial? Do you cultivate critical thinking, and do you think reflection methods should be a standard component of Human Resource Management? Share your insights and expertise in the comments below!